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On the other hand trouble arises when this special development comes to see itself as a group permanently set aside—superior to the home, the school, society as a whole in its claims upon the time, energy, loyalty of its members. When this segregation has the sanction of secrecy and like the old religious groups of which it is in part a survival attaches a stigma to withdrawal and to independent action the group becomes a faction, and congestion rather than circulation may be the result.

In all time the developments of one period carry over into new ages serving at once to conserve and to limit as well as to suggest and irritate. This book does not show how a machine of aristocracy is to be transformed into an engine of democracy but it may help some teachers, parents, and even pupils to see the problem in larger outlines.

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*The Management of a City School.* By ARTHUR C. PERRY, JR., PH.D. New York: Macmillan, 1908. Pp. 350. Price, \$1.25 net.

A better title for this book would be "The Principal of a City Elementary School," for the problem is looked at from the standpoint of the principal throughout—management means the control by the principal—and no attention is given to secondary schools. The student will find excellent material in it in meeting his problems and even the experienced principal or superintendent will value the organization of suggestions.

There are chapters on "The Principal" and (1) "The State;" (2) "The Public;" (3) "The Authorities;" (4) "The Teachers;" (5) "The Pupils;" (a) material equipment, (b) physical welfare, (c) scholastic progress, (d) moral development; (6) "The Principalship." Sample letters for various purposes are given, also citations from the rules of many city schools. These are so frequent and this aspect is so much to the front that the work seems to lean too much to the legal side although there is constant effort to give attention to the moral and reconstructive aspect. The appendix contains questions on "School Management" as given in the examinations of half a dozen leading cities.

The book seems to show Mr. Chancellor's influence to some extent in style and method, but is not equal to his best work. The chapter on "Moral Development" shows much thought. Many teachers will be helped by the brief "philosophy of discipline," even though they may not agree with it. The crucial chapter is the one on "The Principal and the Teachers." One feels the need of re-reading some such work as Mrs. Young's *Isolation in the School* after studying this chapter, for while we are sure that a school conducted on Dr. Perry's principles would be a good one, it is well to have in mind that there are attempts at more democratic organization than it suggests.

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*Methodik des Unterrichts in der deutschen Sprache.* Von ADOLF SCHULTZ. Leipzig und Berlin: Teubner, 1906. Pp. 245.

The method of teaching the native tongue in German classes, corresponding to the higher grade of the grammar school and the high school in America, is